



# Attendance Management Plan

## 1. Introduction and Guiding Principles

This document outlines the Attendance Management Plan for Martinborough School. This plan is designed to be a living document, reflecting our commitment to ensuring every student attends school regularly and engages in their learning. It aligns with the Ministry of Education's requirements for mandatory Attendance Management Plans and the Stepped Attendance Response (STAR) framework.

Our guiding principles are:

- **Whānau Partnership:** We believe that strong, trusting relationships with our students, their families, and the wider community are the foundation of good attendance.
- **Early Intervention:** We will act promptly and compassionately when a student's attendance begins to decline, addressing barriers before they become chronic issues.
- **Community Collaboration:** We will work with local agencies, community groups, and the Ministry of Education to provide holistic support for our students and their families.
- **Celebration:** We will celebrate and acknowledge good and improved attendance to reinforce its importance and value.

## 2. Roles and Responsibilities

Role	Responsibility
Board of Trustees	<ul style="list-style-type: none"><li>• Oversee the implementation and regular review of.</li><li>• Ensure the plan is published on the school's website.</li><li>• Set an annual attendance target for the school.</li></ul>
Principal / Senior Leadership	<ul style="list-style-type: none"><li>• Lead the implementation of the plan and provide professional development for staff.</li><li>• Monitor school-wide attendance data and trends.</li><li>• Act as the primary contact for moderate and chronic absence cases.</li><li>• Liaise with the Ministry of Education Attendance Service and other support agencies.</li></ul>
Teachers	<ul style="list-style-type: none"><li>• Record attendance accurately at the start of each morning and afternoon session.</li><li>• Build strong relationships with students and whānau.</li><li>• Act as the first point of contact for students with irregular absences.</li></ul>
Administration Staff	<ul style="list-style-type: none"><li>• Record and update absence notifications daily.</li></ul>

	<ul style="list-style-type: none"> <li>• Contact parents/caregivers on the first day of an unexplained absence.</li> <li>• Maintain accurate contact details for all students.</li> </ul>
Whānau/Caregivers	<ul style="list-style-type: none"> <li>• Ensure their child attends school every day, unless they are unwell.</li> <li>• Notify the school promptly of any absence.</li> <li>• Work in partnership with the school to address any attendance concerns.</li> </ul>

### 3. Stepped Attendance Response (STAR) Framework

We use a tiered approach to identify and respond to student absences.

Attendance Category	Definition	School Response
Regular Attendance	90% or more (absent less than 5 days a term)	<u>Tier 1 – Universal Support:</u> <ul style="list-style-type: none"> <li>• Acknowledged and celebrated through class and school-wide recognition.</li> <li>• Teachers maintain positive communication with whānau.</li> </ul>
Irregular Attendance	80%-89% (absent 5-9.5 days a term)	<u>Tier 2 – Targeted Support:</u> <ul style="list-style-type: none"> <li>• The teacher contacts whānau to understand the reasons for absence.</li> <li>• The school offers support to address any emerging barriers (e.g., transport, uniform).</li> <li>• Attendance is monitored closely for improvement by teacher.</li> </ul>
Moderate Absence	70%-79% (absent 10-14.5 days a term)	<u>Tier 3 – Intensive Support:</u> <ul style="list-style-type: none"> <li>• Principal/Senior Leader meets with whānau and students to develop a supportive plan.</li> <li>• The plan may involve connecting the family with community resources.</li> <li>• A formal attendance improvement plan and letter is created, with clear goals and check-ins.</li> </ul>
Chronic Absence	Less than 70% (absent 15 or more days a term)	<u>Tier 4 – Referral:</u> <ul style="list-style-type: none"> <li>• All previous steps have been documented and a formal referral is made to the Ministry of Education Attendance Service.</li> <li>• The school continues to work closely with the Attendance Service and whānau.</li> </ul>

## **4. Procedures for Absence Notification and Follow-up**

### **4.1 Daily Attendance Recording**

Teachers will mark the electronic attendance register for all students by 9:15 am each morning and 1:50 pm each afternoon.

- Attendance will be submitted daily to the Ministry of Education.
- The school is using the refreshed set of attendance codes as required by the Ministry.

### **4.2 First-Day Absence Follow-up**

- If a student is marked absent without a prior explanation, the administration staff will contact the student's primary caregiver via phone call or text message by 10:00 am.
- If the caregiver cannot be reached, alternative contacts may be tried.
- Unexplained absences that remain unresolved by the end of the school day will be coded as 'E' (Explained and unjustified) or 'T' (Truancy), based on the situation and prior communication. We will avoid leaving any '?' codes on the register.

### **4.3 Absence Notification by Whānau**

- Whānau are expected to notify the school of an absence by 9:00am on the day of the absence.
- This can be done via phone call to the school office at 06 3069602, email to [office@martinborough.school.nz](mailto:office@martinborough.school.nz) or notify the school via EDGE App.

### **4.4 Justified vs. Unjustified Absences**

- Justified: Medical certificates (for prolonged illness), bereavement, or religious observances are considered justified. The code 'M' or 'J' will be used.
- Unjustified: Planned holidays during term time, extended family visits, or unapproved sporting events are considered unjustified. The code 'E' will be used.

## **5. Addressing Barriers to Attendance**

Recognising the unique challenges of a semi-rural community, we will proactively address common barriers eg:

- Transport, Uniform, Equipment, Food – the school will work with the whānau to overcome these barriers, to enable students to participate fully in learning.

## **6. Addressing 'Late' Students**

- Students and or caregivers sign in through the office with a reason for being late.
- Lateness is reviewed weekly by the Principal and Senior Management Team to identify students with frequent lateness.
- The teacher contacts whānau to understand the reasons for absence.
- The school offers support to address any emerging barriers.

## **7. Data Monitoring and Plan Review**

- Attendance data is reviewed weekly by the Principal and Senior Management Team to identify students in the Irregular and Moderate absence categories.
- The Board of Trustees receives a termly attendance report.

- This plan will be reviewed annually by the Board of Trustees in consultation with staff, whānau, and the community.

**Ministry of Education Guidance:**

- The [Ministry of Education NZ](#) provides a guide for schools and kura on managing student attendance.
- The [Ministry of Education NZ](#) refreshed attendance codes